

Seminole Independent School District
Success Center
2016-2017 Campus Improvement Plan

Accountability Rating: Met Alternative Standard



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The need for continuation of differentiating instruction is important as we strive to better serve our At-Risk population. Special services for at-risk students need to operate efficiently to be effective.

2014-2015 (Master List of All students who were enrolled at one point during that year)

CHOICE Program

	Total:	Male	Female	White	Hispanic	Other
Fall 2015	28	14	14	7	21	0
2014-2015	50	28	22	20	28	2
2013-2014	37	22	15	17	19	1
2012-2013	49	25	24	20	28	1

DAEP Program

	Total	Males	Females	White	Black	Hispanic
Fall 2015	15	10	5	7	2	6
2014-2015	70	67	23	22	2	45
2013-2014	59	40	19	15	2	42
2012-2013	48	36	12	16	3	29
2011-2012	42	32	10	9	1	32

Special Ed:

5 Students for fall 2015

16 students for 2014-2015

14 students for 2013-2014

12 students for 2012-2013

11 students for 2011-2012

10 students for 2010-2011

Demographics Strengths

- Student participation rates
- Serving diverse and at-risk student groups

Demographics Needs

- Continued focus and attention on At-Risk population
- Lower the number of teen pregnancies
- student attendance

Student Achievement

Student Achievement Summary

The Comprehensive Needs Assessment for Seminole Success Center was developed using:

SISD prepared report for STAAR 2015 System Safeguards

2015 District PBMAS Report

Student Achievement Strengths

Student Group	ELA	Math	Science	Social Studies
ALL	29%	67%	100%	100%
Hispanic	20%	100%	100%	100%
White	50%	50%	100%	100%
Eco. Disadvantaged	33.33%	100%	100%	100%
English Language L.	33.33%	N/A	100%	100%

Attendance Rate:

Annual 4 year- Dropout Rate: 3.3%

Completion Rate without GED: 93.3%

Completion Rate II (With GED): 96.7%

College Ready Graduates:

ELA less than 1%

Math less than 1%

Both less than 1%

Student Achievement Needs

PBMAS Status

Over representation of Hispanic males in special education in the DAEP program.

Highly Qualified Teacher Status

100% for 2014-2015

School Culture and Climate

School Culture and Climate Summary

School culture and climate was addressed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided SISD with the tools to assess and evaluate differing perspectives of the school system and process.

Significant issues that need to be addressed: increasing school morale, team work, and cooperation amongst staff.

Student surveys: Offering more variety in electives and also changing schedules (i.e. half days, computer based classes) to better meet the needs of our students.

School Culture and Climate Strengths

Administration and administrative support

High quality instruction

Use of technology in classrooms

Curriculum--flexible

Positive atmosphere

Embracing the varied cultures and diversity of our clients

Providing students with opportunities to visit college campuses and career expos

School Culture and Climate Needs

- Increase school pride
- Increase student ownership of Success Center
- Increase student awareness of future occupational and/or educational opportunities
- Provide more meaningful parental involvement opportunities
- Provide more hands on activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high
- Mentoring and new teacher training are vital to developing high quality staff
- Staff development must be meaningful and purposeful

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff
- High student performance and achievement data
- Immediate feedback for Administrator from walkthroughs and PDAS
- High Staff Attendance Rate
- All students are hand scheduled
- New Teacher Training and Mentoring
- High Quality Staff Development activities
- All students meet with counselor and/or principal to develop a career path and review graduation plans

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Quality Staff
- Attendance at the annual Texas Association of Alternative Education
- Being on the cutting edge of Technology, Legislative changes, and Curricular Development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR-EOC exams and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Continuing to provide high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Grade level collaboration
- Two 35-minute intensification/remediation classes per week offered to students preparing for the EOC
- APEX courses offered for self-paced students and also for remediation

Curriculum, Instruction, and Assessment Needs

- Maintaining valid testing schedule
- Ensuring curriculum has sufficient depth and rigor
- Maintaining strong remediation practices
- Maintaining alignment
- Finding innovative and quality computer based programs
- Continuing to provide meaningful high quality staff development

Family and Community Involvement

Family and Community Involvement Summary

- Improved job of providing pertinent information available for parents
- Continue to make use of technology to communicate
- Educate community about accessibility of information

Family and Community Involvement Strengths

- Parent access to grades, assignment info, and testing schedules
- School Messenger to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- Channel 16 school news and activities
- SISD homepage and calendar of events
- Continue parent involvement with Campus Improvement Committee

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement
- More effective means of 2-way communication between home and school

School Context and Organization

School Context and Organization Summary

- Teachers primary areas of concern center around communication and collaboration between administrative and teaching staff
- Teachers are also concerned that technological restrictions hamper the effectiveness of the network
- Teachers would like to see more quality parent involvement

School Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Learning Environment
- Technology

School Context and Organization Needs

- Communication / collaboration between administrative and teaching staff
- Increased parental involvement
- Increased student ownership and pride of the Success Center

Technology

Technology Summary

Our campus provides either a desktop or laptop to every teacher. Teachers have access to four promethean board to enhance their daily instruction. This has increased student learning. Our technology needs are provided by the Tech Center.

Technology Strengths

- Desktop/laptop for each teacher
- one computer lab with 7 computers
- Four Promethean boards
- Three computer projector systems
- Each student is provided a lap-top
- 2 digital cameras, 1 video camera
- 10 printers (2 color)
- two copy machines, one is capable of color printing

Technology Needs

- replace older student and staff machines

Community Involvement

Community Involvement Summary

The Success Center students are involved in the community in that about a quarter of our students work locally.

Community Involvement Strengths

Our students contribute to the local workforce.

Community Involvement Needs

We need to better prepare our students to maintain current jobs by learning a good work ethic.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Seminole Success Center will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: 90% of the students from all TAPR subgroups in grades 6-11 will pass all portions of Reading or ELA State Assessment and continue to meet AYP.

90% of the students from all TAPR subgroups in grades 6-11 will pass all portions of Math State Assessment and continue to meet AYP.

90% of the students from all TAPR subgroups in grades 6-11 will pass all portions of Social Studies State Assessment and continue to meet AYP.

90% of the students from all TAPR subgroups in grades 6-11 will pass all portions of Science State Assessment and continue to meet AYP.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Computer assisted instruction will be utilized		Principal, Teachers	Course grades Increase TEKS mastery level				
2) Region 17 Curriculum Cooperative STAAR workshop training	2	Principal, Teachers	Training certifications				
3) Intensive small group instruction will be utilized	8, 9	Teachers	Course grades Increase TEKS mastery level				
4) Career planning including transition from high school to work		Principal, Counselor	Students will be aware of the connection between education and career interests				
5) Address PBM areas with Risk Levels, which are: SPED STAAR passing rate		Special Education Director, Superintendent	Improved state assessment scores				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Success Center will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: SCE (At-Risk):

One hundred percent of students identified as At-Risk will be provided adequate services to meet their special needs.

Seminole Success Center is a Title I Part A Schoolwide Campus with a student poverty rate of at least 40 percent that coordinates federal funds with SCE funds to serve at-risk students in the Schoolwide Campus with \$166,774.00 and 8 FTEs.

Evaluation Data Source(s) 2: CIP / DIP

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Identify students at risk of dropping out of school using state criteria	1	Principal, Counselor	At-risk criteria distributed				
2) Provide teachers with the confidential list of at-risk students and supporting criteria used for identification		Principal, Counselor	List developed, Meeting each fall to discuss strategies for supporting SSC at-risk students				
3) Serve pregnant students and parents through parenting programs		Counselor	Workshops and luncheons				
4) Serve LEP students through an English immersion program		ESL teachers, Principal	Progress reports, LPAC meetings				
5) Provide an intensive program of instruction for students not passing STAAR	9	Principal, Teachers	State assessments, unit test data, AWARE data				
6) Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities, i.e. open house, parental meetings, etc.		Principal, Counselor	Open House, CIP meetings, Parent-teacher conferences				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Success Center will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: Special Ed:

One hundred percent of students identified as special education will be provided services that sufficiently meet their special needs.

Evaluation Data Source(s) 3: Teacher/Teacher assistants certificates on file

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program		Administration, Special Education Director	Review of personnel files				
2) Provide research based staff development, with input from staff		Administrator, Special Education Director, Teachers, Teacher assistants	Staff development calendar				
3) Ensure that all qualifying students have access to the general curriculum		Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	ARD/IEP				
4) Provide inclusion training for teachers which sufficiently meets accommodations and modifications		Special Education Director, ESC	Agenda				
5) Reduce the percentage of identified student exemptions from state adopted assessments		ARD Committee	ARD minutes PBMAS data				
6) Provide ongoing training to staff		Special Education Director and ESC	Training scheduled				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Success Center will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 4: Seminole Success Center will maintain a completion rate that is at or above the state average for all TAPR subgroups.

Evaluation Data Source(s) 4: Dropout/at-risk students will enroll in Success Center.

Summative Evaluation 4:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Flexible scheduling will be offered.		Principal, Counselor	Students will be able to maintain a work and school schedule.				
2) Eligible students will be recruited for admission.		SSC Principal, HS Principal, HS Assistant Principals	Drop-out/at-risk students will enroll in Success Center.				
3) High school graduation planning with accelerated academic programs will be available.		Principal, Counselor	Course completion will be accelerated.				
4) Career planning, Take interest inventory, Review ASVAB scores		Staff, Counselor	Students will be aware of the connection between education and career interests				
5) Reduce the number of pregnancy related drop-outs	10	Principal, Counselor, Teachers	PRS documentation				
6) Minimum plan will be offered at an accelerated rate for CHOICE students.		Principal, Counselor, Teachers	Individual graduation plans				
7) Alternatives to the minimum program will be offered such as transition to GED and/or Job Corps.		Principal, Counselor	Individual graduation plans				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Success Center will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 5: All students will perform to their highest potential utilizing appropriate services.

Evaluation Data Source(s) 5: Each sub-population will be addressed.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Students will be made aware of CTE programs that are available to CHOICE students. Attend annual career fair.		Principal, Counselor	Enrollment in Cosmetology or Auto Tech at high school campus.				
2) Students with Dyslexia will have a 504 plan that is revised yearly or as needed.		Teachers, Principal, Counselor	Annual meetings				
3) Provide all LEP students a program that best meets his/her needs to learn the English language and succeed in the classroom: Imagine Learning, Aztec Learning.		STAFF	Yearly LPAC meetings				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2:

Instruction will be provided by highly qualified professional staff

Performance Objective 1: Success Center Choice program instruction will be provided by certified staff in 100% of the course areas. Success Center CAP program instruction will be provided by certified staff.

Evaluation Data Source(s) 1: Instructors will be able to teach a wider course load.

Summative Evaluation 1:













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Instructors will be encouraged to challenge ExCETs and pursue additional certifications.	3	Principal	Instructors will increase their ability to teach.				
2) Release time and funds will be provided for staff development and research based techniques	4	Principal, Teachers	Quality of instruction will increase evidenced by STAAR performance.				
3) Staff development opportunities will be provided specifically designed to improve implementation of TEKS.		Principal, Teachers	Quality of instruction will increase.				
4) Scholarship offered to pursue higher education through the SHARS program.	5	Administration	Completion of master's degree.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Seminole Success Center technology will be integrated into instructional, administrative, and community

Evaluation Data Source(s) 1: Student success will increase.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Instructors will integrate technology into daily courses.		Teachers	Student interest and participation will be increased.				
2) Technology will be utilized in administrative duties.		All Staff	Model technology skills and work ethic for students.				
3) Technology training will be provided to all staff.		All Staff	Model technology skills and work ethic for students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Seminole Success Center will ensure a safe environment conducive to student learning.

Performance Objective 1: Seminole Success Center will implement programs to improve responsible behavior, decision making skills, and self esteem.

Evaluation Data Source(s) 1: Positive behavior of students.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Student Code of Conduct will be given at registration.		Principal	Students are aware of expected behavior.				
2) Verbal and written reminders of expected conduct will be utilized --Student conferences --Use 360 to print student expected conduct and outcomes		Principal, Teachers	Students are aware of expected behavior.				
3) Substance abuse and prevention will be addressed. Violence intervention will be addressed.		Principal, Counselor	Students are informed about juvenile laws concerning tobacco and alcohol/drug use and abuse through classroom guidance lessons.				
4) Programs, videos, and guest speakers concerning self-esteem and harmful effects of illegal substances will be provided.		Counselor	Students will be presented material with the intent to make better decisions.				
5) Daily entry procedures will be implemented for DAEP students		CAP Coordinator	Eliminate possible articles which could cause unsafe environment.				
6) Drug/Violence/Suicide Prevention/Conflict Resolution/Classroom Management/Crisis Management/Discipline Strategies/Student Code of Conduct activities will be implemented as needed for each student		Principal, Counselor, CAP Coordinator	one-on-one conferences 360 documentation				
7) Change image of SSC in the community and other campuses		Students, Staff	Positive feedback from community --create pamphlet or video produced by students				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Seminole Success Center will collaborate with parents/guardians to increase student learning and success.

Performance Objective 1: Seminole Success Center will implement programs to assist parents/guardians with parenting skills, working with schools, and drug education.

Evaluation Data Source(s) 1: Student success will increase.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Parent meeting will be offered in conjunction with SISD Practical Parenting.	6	Counselor, CAP Coordinator	Increase parent/guardian involvement and education				
2) Resources provided to community services will be provided.		Counselor	Improve parent / child relationships.				
3) Students will be given the opportunity to regain credits by making up time.		Principal, Teachers	Course assignments completed				
4) Communication of information concerning school activities will be distributed through various types of media including radio, newspaper, letters home, district web page and cable channel		Principal, Superintendent	Number of parents attending will increase.				
5) Transition from early childhood programs such as Head Start, Pre-Kindergarten to local elementary schools.	7	FJ Young Campus	NA to our campus. We serve students in grades 6-12. Please reference FJ Young's CIP.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Budget for Success Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200002030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
19911612800002030000	6128 Overtime Pay - Locally Defined	\$1,000.00
19911612900002030000	6129 Salaries or Wages for Support Personnel	\$75,777.00
19932612900002030000	6129 Salaries or Wages for Support Personnel	\$26,604.00
19911614100002030000	6141 Social Security/Medicare	\$1,010.00
19932614100002030000	6141 Social Security/Medicare	\$379.00
19911614200002030000	6142 Group Health and Life Insurance	\$14,256.00
19911614300002030000	6143 Workers' Compensation	\$1,045.00
19932614300002030000	6143 Workers' Compensation	\$391.00
19911614500002030000	6145 Unemployment Compensation	\$35.00
19932614500002030000	6145 Unemployment Compensation	\$13.00
19911614600002030000	6146 Teacher Retirement/TRS Care	\$383.00
19932614600002030000	6146 Teacher Retirement/TRS Care	\$144.00
6100 Subtotal:		\$122,037.00

Personnel for Success Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Browne, Jeanne	PEIMS Clerk		1.00
Juarez, Erica	Administrative Assistant		1.00

Title I

Schoolwide Program Plan

Goal 1

Performance 7

Strategy 5

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Goal 1

Performance Objective 2

Strategy 1

2: Schoolwide Reform Strategies

Goal 1

Performance Objective 1

Strategy 2

3: Instruction by highly qualified professional teachers

Goal 2

Performance Objective 1

Strategy 1

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal 2

Performance 1

Strategy 2

5: Strategies to attract highly qualified teachers

Goal 2

Performance 1

Strategy 4

6: Strategies to increase parental involvement

Goal 5

Performance 1

Strategy 1

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal 5

Performance Objective 1

Strategy 5

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal 1

Performance 1

Strategy 3

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal 1, Performance 1, Strategy 3

Goal 1, Performance 2, Strategy 5

10: Coordination and integration of federal, state and local services and programs

Goal 1

Performance Objective 4

Strategy 5